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Institutional behavior can be seen as a dynamic balance between driving and restraining forces operating oppositionally. To shift the balance toward change in the 24 inner-city schools of the Model School Division, this experiment in innovation trained 300 District of Columbia public school teachers in new curriculum materials and methodologies during two 6-week summer sessions. Fifteen teachers, relieved of classroom duties, collaborated with an outside change-agent and a behavioral scientist in a team for internal change. Five stages can be discerned marking the progress of the team as a group and working organization. (1) Although it only served teachers who requested assistance, the team experienced immediate success in bringing new ideas into the school system. (2) Modifying the leader's authority, the team became a genuine participatory decisionmaking group. (3) During a period of self-evaluation, successes (in 60 workshops using the team's innovative teaching methods in the process of teaching teachers and in improved and experimental classroom environments) and failures were considered. The team met resistance to departure from tradition and faced the danger that restraining forces, when challenged, become more powerfully inhibitive. (4) The struggle of dealing with its success was recognizing its limited ability to meet requests following its coordination of student expressions of feelings and experiences regarding the King assassination riots. (5) Group members became leaders of other groups in the 1968 Summer Institute. (DL)

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THE INNOVATION TEAM

A Model for Change in Inner City Schools?

by Vytas Cernius
and Mary Lela Sherburne

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INTRODUCTION

This is a summary report on the evolution and development of a team of teachers formed to promote change and innovation within a semi-autonomous group of inner city schools. The intention was to create an operating mode which had flexibility, demanded commitment, and was capable of responding readily to immediate teacher needs.

The experiment was carried out in the Model School Division of the District of Columbia Public Schools, Washington, D. C. Mr. Norman Nickens is the Assistant Superintendent in charge of this division.

The project was supported primarily by Title I funds, and contributions from the Regional Educational Laboratory of New England (Education Development Center).

Its liaison leader was a staff member of the Regional Laboratory. This report has been prepared by that staff member, Mary Lela Sherburne, and Dr. Vytas Cernius, Associate Professor Temple University, Philadelphia, Pennsylvania. Dr. Cernius worked with the team as psychologist and group trainer.

August 1, 1968

Washington, D. C.

TEAM MEMBERS

Edith Baxter

Louise Boone

Veola Boyd

Joan Brown

Olive Covington

Irvin Gordy*

Donald Greene

Pat Greer

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PREFACE

No institution or organization is exempt from change. Any individual who intervenes in the processes of an organization to facilitate its functioning, changes, however slightly, the existing organizational patterns.

Kurt Lewin saw the organizational behavior as a dynamic balance of the driving and the restraining forces working in opposite directions within the life space of an institution. The dynamic balance is achieved when the driving forces pushing toward "new" organizational behaviors is counter-balanced by the restraining forces pressing for the "old" organizational patterns. Change takes place when an imbalance occurs between the sum of the restraining and the sum of the driving forces. However, after a period of movement the forces are brought into equilibrium. Once an equilibrium is established the organization freezes its operational ways. This Lewinian model has implications for change strategies. To help the system change, the balance of forces has to be shifted in favor of the driving forces. This can be done in several ways: by increasing the sum total of the driving forces from inside, outside, or both; or by the reduction of the restraining forces.

The increase of the driving forces results in an initial movement in the desired direction, but it frequently causes an increased counter-surge of the restraining forces which may stop the change momentum. Or it may, after the pressure for change relaxes, lead to backsliding, that is the old patterns creep in. Thus the change force has three tasks to consider: (1) to initiate and maintain the push of the driving forces (2) to reduce the restraining forces through redirection and prevent the counter-surge through the involvement of the organizational members in the new order, and (3) to maintain an overall contextual perspective which will keep the change force from getting bogged down in non-essential encounters.

BACKGROUND

This Lewinian model when applied to an experiment in change in a semi-autonomous system of schools in the District of Columbia Public Schools provides a useful interpretative framework.

The Model School Division is a group of 24 inner city schools, established in 1965 for experimentation with ways of improving instruction. The division was delineated by its complex of urban problems. Average income was under $4,000, families without male heads were numerous, the crime rate was the highest in the city, the drop out rate was high, and achievement and reading scores in the schools were below national norms. The population was almost entirely Negro.

Efforts to improve the school environment and instruction were immediately faced by the classic urban problems of over-crowding, neglected schools, rapid teacher turn-over, unmotivated students, outdated curriculum and methodology, and a lack of avenues for moving in new strategies for dealing with the social climate.

The first inroads for change in these schools in 1965 were outside driving forces, the interest of the Panel on Educational Research and Development of the President's Science Advisory Committee, and then the appointment of a local Advisory Committee. From these came the formulation of the idea of a semi-autonomous sub-division which was to be known as the Model School Division.[1]

An Assistant Superintendent was to head this division. Earlier, Mr. Norman Nickens was appointed to this position. His task of securing staff

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[1] Strategy for Change, A Report on the Model School Division and Its Advisory Committee, Gail J. Saliterman, 1966.

and building an administrative support system for the division was a difficult one; made so by uncertain funding which was to plague the division from its beginning, as well as the lack of genuine commitment at all levels within the system to the idea behind such an experimental division.

The Advisory Committee for the Model School Division, made up of distinguished citizens, gave tenuous and uncertain support also. It was aware of, and seldom failed to point out, the failings of the system, but found it difficult to mobilize support to change things.

Its one concrete contribution in terms of program came in the Summer of 1965 when the executive for the Advisory Committee mobilized resources for the first meeting with teachers of the Model School. She also planned the six-weeks Summer Institute which followed.

Strategic assistance came from outside curriculum reform groups, such as Madison Mathematics Group, and Educational Services Incorporated (now Education Development Center). These groups represented new thinking in curriculum and teaching methodology. They pressed for wide ranging open classrooms, extensive use of concrete learning materials, and expansion to reach learning styles other than the strictly verbal.

They advocated for children an opportunity to learn by (1) beginning with a specific problem (2) presenting the problem through concrete materials rather than verbally (3) providing an opportunity for each child to handle, test, and draw conclusions from his own materials (4) making generalizations after gathering of information (5) exploring a subject in depth (6) allowing for opportunities for a child to illustrate in concrete ways that he is learning, establishing connection, and achieving understanding, without being wholly dependent upon verbal description to indicate it.[1]

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[1]Appendix B includes a short paper on the concrete learning situation and its particular applicability to the deprived child.

In contrast the stable organizational equilibrium in the schools was based on traditional expectations, and teaching methodology. For example, the students were instructed in large groups; the texts were the major source of information. Instruction was usually from the general with illustrations in the specific. Evaluation was often based on the outward signs of order. And finally the pathway for new ideas into this system was rather singular, beginning the top levels of supervision.

Classroom environment as it was	CHANGE	Classroom environment desired and needed
PASSIVE		ACTIVE
teacher oriented		student oriented
sitting		active
quiet		moving
one teaching mode		several teaching and
teaching-telling-directing		learning modes
memorizing		discovering
reverbalizing		thinking
		experimenting
		exploring
		talking

Training for teachers in order to bring about these changes had to be different. The interventions with teachers needed to reflect the same kinds of changes expected in the classrooms.

Two summers of six-week study offered to 300 teachers in the elementary division of the Model School did have some of the desired impact. It was not only a different kind of intervention, being staffed by outsiders and making use of new curriculum approaches, but it was also an intensive one. It further reached teachers directly, instead of being filtered through the supervisory echelons.

When teachers returned to the classrooms and began using new approaches, other pressures were generated. Some of the new ways challenged old patterns of classroom organization, and teaching. Not all of the school personnel was acquainted with the innovative programs. Some forces on one hand pushed to retain the status quo; while many teachers, on the other, found new ways successful and wanted them reinforced.

By 1966 evidence of how successful a large number of teachers had been in using some of the innovative approaches could be readily found in at least 50 classrooms in the Model School Division.[1]

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[1]Sherburne, Mary Lela, "A Peach Tree Grows on T. Street," Quarter Report of Education, Education Development Center, Newton, Massachusetts, 1967.

This was true especially in science, which had been followed through with intensive support by a consultant staff from the Elementary Science Study. In this project teaching talent which had been obscure heretofore in the school system, flourished, and demands were at hand from many teachers for the same kind of support and materials.

With such changes in the ranks, however, countersurges against outside forces arose. Uncertainty and insecurity were evident at all levels; principals and supervisory staff did not feel clued in. Teachers were caught between a desire to change, and the necessity of meeting the formal standards of the organization in equilibrium. Resistances were magnified by color lines -- for almost all of the consultant staff was white and from the outside. The teaching and school staffs were black.

At the end of the first academic year the accomplishments of the Model School were summarized as follows:

1. Most importantly, an atmosphere receptive to change had been created in some classrooms and schools within the division. There was a receptivity and desire in the division at large, for the experiment to become significant.
2. The introduction of new curriculum approaches in math, science, and social studies, while not in all classrooms, was of sufficient scale to demonstrate that there was both a need and a possibility of success in using new and varied learning approaches.
3. Of great significance was the establishment of an administrative support office which was enabling the division to function more and more autonomously; with the gradual assumption of

powers over curriculum, personnel, and the expenditure of special funds (Title I).

Mr. Nickens, as head of the division gave strong support to the search for new and better solutions to problems within the complex of inner city schools. His assistant, Mrs. Barbara Hazel, was adept at administering external staff experiments within the context of the schools.

Consequently, the administration at this crucial point was not afraid to ask hard questions, to critically evaluate what so far had been successful in a limited way, and to point up what the areas of intense weakness were. So they sought out in the spring of 1967 a committee of consultants[1] and teachers.

Problems pointed out by this group included (1) the need to consider new programs within a single context, and to see that all were supported with equal services (2) the need to develop a coherent philosophy of curriculum change (3) the need for a consistent and long-term program of staff development.

Some questions raised by this group were: How could the successful aspects of the new curriculum and consultant programs be expanded to reach all of the teachers? (Only approximately one third were involved.) How could the countervailing forces of reaction against a body of outsiders be attenuated? How could new skills and forces for change present in teachers who had special training be utilized to set up driving forces for change from within the system itself?

The external change agent has a psychological and operational freedom which cannot be duplicated by internal personnel. At the same time,

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[1]Outside consultants now included Robert Ellis, General Learning Corporation, who was working with the Division of General Planning; Dr. Roland Goddu, Trinity College, Washington, D. C., and Mary Lela Sherburne, Education Development Center, Newton, Massachusetts.

the external agent is limited; there is a point beyond which the outsider cannot go; and there is a kind of peer and fraternal influence he will be forever lacking.

Would it be possible, this group suggested, to organize internal forces for change, embodied in a strong team of the best possible teachers? Could they be trained as change agents? Would it be possible for them to be the vanguard of creative syncretism for new ideas entering the school system?

A beginning was made with the selection, by administrative and special staff, of fifteen teachers, who had been involved in the previous summer institutes, and who had successfully used the new materials in their classrooms. They were to be free of regular classroom responsibilities. Their mission, simply put, would be to find ways of organizing themselves to influence teachers to try out new curriculum materials and methodologies in the classroom. The primary aim would be to help the teacher improve instruction in the classroom.

The team was also to serve as a linking agent--linking various new programs in the Model School together at the classroom level; linking outside organizations and ideas to the school; linking departments in the school system at large into the aims of the experimental unit. It was to do this by means of workshops and supporting consultation at the classroom levels. Its commission would be to provide whatever services were necessary to facilitate improvement of instruction.

At this juncture, additional consultant forces were brought in. Training for leadership and the establishment of a strong group with dynamic interpersonal relations was needed. Arrangements were made with the National Training Laboratories for assistance.

A consultant in staff development was appointed by them to assist with plans for a summer workshop already scheduled. Participants would be the fifteen team members, along with supervisors, administrators and principals of the Model School Division.

"My first intervention," recalls Dr. Vytas Cernius, "was in April, 1967, to visit some of the schools, see the classrooms in action and talk with teachers."

On the basis of these discussions and subsequent ones with administrative personnel and the EDC staff representative the following problems, which needed to be tackled from a broad base within the system, were tentatively delineated.

1. The need to establish better lines of communication between teachers and administration.
2. The need to set up groups, procedures and techniques which would facilitate the transmitting of information to staff, and make possible more mutual problem-solving.

It was decided that an initial week of human relations training groups would be the best strategy for beginning to tackle these problems. The need for communication was a high priority. Three additional trainers were secured and goals for participants were established as follows.

1. To improve communication skills.
2. To gain insight into the effects of one's own behavior on others.
3. To increase personal self-reliance.
4. To gain insight into interpretation of styles of groups and individuals.
5. To explore the nature of the helping and supportive role in problem solving.

The week of sensitivity training brought into focus, and out in the open, some of the driving and countersurging forces for change working in the sub-system.

The lack of communication between all levels of administration and teachers continued to be a theme.

It was a common feeling that decisions were made by a few people, and that the opinions of the majority counted very little.

The role of outside consultants in the system was questioned, and the power exercised by them in the division was a focus of much concern.

At the end of the week the group produced a detailed list of factors which they felt were threatening the forward movement of the Model School Division, and those which they felt were pushing it forward.

This formulation became the basis for the planning of the operation of the Staff Development Conference for the next four weeks. During that period the group operated a small laboratory school for use in working through and discussing curriculum problems.

Most importantly, its members communicated with each other about their special programs, and problems, and the whole group entered into discussion of plans as to how the team of fifteen teachers would function in the coming school year. Dr. Cernius remained with the group as a consultant on group procedures and operations. He worked, as he expressed it,"to help the team members free themselves from self-imposed psychological restraints which stifled their functioning both as people and change agents.. A prime need was to get the group thinking in terms of the needs of others, and to consider alternative change strategies.

One tension which was felt throughout the summer was concerned with that of the administrative role versus that of the helping team role. How would the teachers, freed to work with other teachers, be related to the

administrative staff? Would it be under the authority of the principal? To whom would it report?

Some of the decisions, which were to have a later effect, made during the summer include:

1. That the team members would not have supervisory roles or administrative power, but would work in a peer relationship to the teacher.

2. That the team would elect its own leader. (This decision was primarily a team decision, and before the summer it had asked the outside consultant to serve as the liaison leader of the team for the coming school year).

3. That the team would be directly responsible to the Assistant Superintendent in charge of the Model School.

4. That priorities for support and work of the team be based on those worked out during the summer. Those settled on were (a) Reading--as a major priority, (b) Mathematics, (c) Science (d) Social Studies. An operational priority was to provide assistance to new teachers.

5. That team members would only serve teachers if the teachers requested assistance.

6. That in setting up programs the team would attempt to ascertain teacher need first, and create in response a service organization which meet their specific daily needs.

7. The team planned to function in sub-teams of three, each sub-team being responsible for three buildings. This team arrangement provided a way that competencies and specialties of the teachers could be shared among buildings.

8. That the team would be known as "The Innovation Team."

The most commonly expressed fear by the team members at this stage

was that teachers would not accept help from them as peers. Their major concerns at this stage were questions like these: How does one make the first entry into the classroom? What does one tell a teacher the team can do? How does the team keep from looking as if it were supervisory? What if no one asks for help?

THE SCHOOL YEAR BEGINS

These fears were unfounded in September. The problems which were to plague the team were of different sorts and would appear later in the year. In retrospect, four stages can be discerned, with specific confrontations and crises, marking the progress of the team as a group and working organization.

The first stage was characterized by ebullient spirit and immediate successes. Team members found friends and supporters among the teaching staff and the supervisors and administrators, especially those who had been part of the summer conference. In general, the team met positive and well-disposed attitudes, or, at the worst, questioning and wait-and-see ones.

There was an immediate need for the team's services with seventy new, mostly inexperienced teachers, entering the Model Schools. These new teachers were the victims of their own lack of familiarity with the style of the children whom they were to teach in the inner city. First week classes were often chaotic. Where and how did one begin?

The friendly, experienced hand of a team member was more than welcome. They would teach a lesson and give the new teacher a chance to rest and observe. They would reorganize the room, and be off, only to be back in a while with some new piece of equipment, or educational games which could occupy overactive students and grant the new teacher precious learning time to

grab hold.

Even more astonishing they would finish and then ask, "Now what would you like in the way of new materials, or workshops to help you do a better job?" And in a few days they would be back with a list of offerings and the suggestion that the teacher make her choice. Old and new teachers alike welcomed the materials and workshops the team offered. Initial gains were easily made in this atmosphere. Feedback, both from team to teachers and from teachers to team, was reinforcing.

During part of the period the team had no permanent home. Buildings were too overcrowded for the team to be housed in a school. Finally, the group moved into an old furniture store on Upshur Street. The dismal and unfriendly place had to be turned into lively offices, a learning center for the teachers, and a supply house and workshop. The team did a great deal of the work, even to painting the walls.

They set up procedures for ordering supplies[1] and distributing them.

Until the end of October the team was immersed in formulating its new role. All relationships were new and exciting. The easiest tasks came first. The consultant, Dr. Cernius, reminded the team in one of its weekly sessions in October, "This is the honeymoon."[2]

The nature of the role the team was working out for itself is indicated in the analysis of their work for the year. They reported visiting teachers the following number of times during the school year; (There were 400

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[1]The team was responsible for its own purchasing. This was possible through a contractual agreement with Education Development Center. This provided ready access to funds, and rapid purchasing to meet daily and changing needs of teachers.

[2]Cernius, Vytas, "Personal Interactions and Problem Solving Stages in Groups", an unpublished paper, Temple University, Philadelphia.

teachers in the elementary schools.)

10% of all teachers visited 2-5 times

10% of all teachers visited 6-10 times

65% of all teachers visited 10-15 times

15% of all teachers visited more than 15 times

The purpose of their visits were as follows.

Least often for the following purposes:

1- to observe

2- to accompany consultants

They were <u>most often</u> to be for the following purposes.

1- to teach

2- to respond to a specific request of a teacher for help

3- to stop in and say "Hello"

4- follow-up workshops

5- to demonstrate

6- to deliver materials

They were <u>regularly and often</u> for the following purposes.

1- to welcome new teachers

2- conferences with teachers

3- set up classrooms

4- collect data

5- deliver circulars

6- faculty meetings

7- accompany consultants

The second stage in the team's history involved its relationship to the team leader. There were two built-in stresses; (1) the leader was a staff member of an outside organization; (2) the leader was white, the team with the exception of one member was black.

Other tensions resulted from the nature of the problems encountered in the school itself. Concern with authority, represented to the teacher primarily in the role of the principal, was an overiding problem. Secondly, the team members, as former teachers, had had little opportunity to work in situations where they were in decision making position, or could directly influence "authority".

Of course the third order of encounter was personal, direct conflict with the leader about her own personal style, the match between her perception of her role as a leader and the team's perception of what this should be. The leader was a strong, decisive, and action oriented individual. However, her style with the team was one which allowed wide latitude for the team and individuals to work out their own ways of operation. Her performance in relationship to the system, and outside agents was one which provided a surrounding of necessary support to the team.

In this environment the team members began to quickly develop knowledge of how competent and skillful they could be. Self-esteem increased. They desired more and more to take charge of their own affairs.

Leadership

The team leader was then the threatening authority. The period of fervent activity which had gone on in the beginning of the year had involved everyone in interactions which had never been adequately discussed, and problems which were never resolved. A genuine working relationship between the leader and the team had not emerged. As a result, trust was low between some members of the group and the team leader, as well as among group members themselves.

How such problems were resolved, or in most instances simply brought into the open, in such a way that the team and its leadership could deal with them, defies summarized description.

The procedure, however, was carried out in weekly Friday meetings, in which the trainer was present, interacting with and assisting the group in solving daily problems. He tried to maintain focus for this period on the procedures and personal interactions which came about in the course of problem solving.

It would be inaccurate to say the sessions were training or sensitivity groups. They were too operationally oriented for that. They were always set in the harried, cliff-hanging, demanding environment of the team center. It would have been much better, of course, to have separated such deliberations in time and space from the work-a-day world. But the team, as the inner city schools in which it worked, had little leisure time for doing things as they are prescribed to be done.

Confrontations were viewed as daily living, a part of business-as-usual. Everyone had to be aware and work on understanding his impact on others all of the time, instead of just in the group.

A first step in working on the leadership question was made when some of the team members could openly express their feelings. They felt manipulated and used, as if the important decisions and events which happened were out of their control. They felt like tools. A second step came when the team leader could honestly respond about how she felt. She felt used at times too, by the team, as well as sometimes the scapegoat of personal hostilities.

These interactions caused the team leader to modify her role, and to move toward letting the team become a genuine participatory decision-making group. Decisions, large and small, administrative and personal, were brought before the group.

This move generated inefficiencies in management which came to the surface at various times. There was too much business. There was a great deal of discussion. Everything was everybody's business. In as much detail as possible, the decisions about the operation, program and team were made in an open forum with the whole team participating.

Difficult, time-consuming, and hard, the procedure worked its magic. The team members became more knowledgeable about who affected their lives, and how, where, and when crucial decisions were made. They developed realistic pictures of the "power" structure; not ones of mere acceptance of a teacher's general "powerlessness", but ones that included strategy and rationale for increasing the power of teachers in decision making.

They gained experience in setting up criteria to evaluate and make choices. They reached, inevitably, later in the year, a crisis, where the decisions were too many to handle, where meetings broke down because

of the sheer weight of the detail that had to be handled. Only then did they begin to delegate responsibility, to each other, to the team leader. They began to see and define limits of power and the contributions of the "outside agent," and see also the possibility of their leading and directing their own affairs. The leadership question continued as a theme throughout the year, eventually turning to one of "who can we trust among us to be our leader?"

Leadership was actually only one part of the conflict which was so apparent during this period. Perhaps it might be discussed focally, too, as a crisis of personal identity. Some of the underlying questions which the team members were facing during this period were:

Who am I?

Am I competent?

Can I be successful?

Am I making myself vulnerable by engaging in the role of "change agent" and in an innovative and creative role in a static system?

Am I being manipulated?

Am I perhaps going to manipulate other people?

Am I as competent as the outside consultant who is white?

Do I continue with old behaviors or adopt new?

Can I risk the loss of love from others?

How do I really feel about myself being black?

When the same situation is looked at in this respect, it suggests that some of the time the leader was the correlative for projection of some of the self-imposed and self-generated barriers. Her role became the one through which the team members could doubt, accept, test out new roles as they were coming to see new ways of functioning themselves.

A third stage in the team's growth merged out of the previous ones at the point where the team began to plan for the coming year.

It began to generalize about where it had functioned in a strong and competent fashion; where it had been weak. During the same period it was becoming possible to see tangible evidence of successes and failures. Team members could point to classes which had evolved with their help from mundane situations to interesting learning environments. They could walk down the halls in several schools and pass classroom after classroom filled with learning materials they had placed there.

They could look, too, on a successful roster of over 60 workshops which teachers had attended and had let it be known they liked.

The team members had learned too. They had worked closely with consultants and learned from them. They had gathered a wide and broadening perspective on classrooms through their access to many of them.

But all was not rosy. Not all of the teachers with whom they had worked had responded; some ordered materials, attended workshops, and yet their classrooms showed no evidence of change. Others did not move as far on the spectrum as the team members felt they could or should. Principals were beginning to show resistance subtly, sometimes in the form of not encouraging teachers to attend workshops, or making it clear that they preferred the apparent organization of traditional classrooms to the hustle and bustle of experimental ones.

For the classroom style advocated by much of the curriculum which the team was using was different. They were teaching teachers to use it in quite a different fashion.

They were capitalizing on the training and experience they had had in new curriculum. When they ran workshops they did not lecture and describe. They put teachers directly to work. If they were to learn how to use cuisenaire rods, the first thing they were given were the rods, and the opportunity was offered to explore openly with them. If they were to learn about animal behavior, they were given a mealworm and asked to watch it. If they were to learn how to use experience stories in teaching reading, they were taken on a field trip, given cameras, and brought back to the workshop to write their experience story.

Teachers went back to their classrooms from these workshops with the materials necessary to implement what they had learned. Or else the material was ordered and provided soon thereafter.

Such an operation provided a rapid feedback system; from teacher to team member as to what really worked. The team was able to generalize about some of the materials and approaches which teachers and students liked best.

For example, problems which originated with real things were tackled more enthusiastically than ones from a book. Instead of initiating study, for example, about the universe by reading about the solar system, the same teacher began with a simple question. "Where is the moon right now?" The children were assigned to go outside and see, or to look in the evening. Out of daily observations, the larger questions about the relationship between the sun, the moon, and the earth naturally arose.

Another useful approach was the providing of equipment and an opportunity for individual work by the children. Sufficient materials

in the forms of books, teaching games, tape recorders, balances, animals, paints, reading programs, and mathematics laboratories generated new and exciting classrooms. These provided a maximum opportunity for physical experience, manipulation, observation, and interaction through use of the senses of the children.

A third concept they found useful was that of content relevance. Children and teachers both responded to situations where students wrote about themselves, wrote about what they observed and worked within the classroom. Africa, and inner city economics were stressed in the lower grades. The riots, and Martin Luther King became a formal part of the curriculum later on in the year.

An effort was made to put books in the classrooms with content more relevant to the city lives of the children and to Negro heritage and history. Where teachers felt secure, basal readers were abandoned in a few classrooms for richer language approaches. Where teachers wanted to retain basals, an effort was made to introduce Bank Street Readers, which had a city background.

As it grew, the team was creating on its own a vision of what inner city education might be that extended far beyond the actual achievement it was able to bring about in many of the classrooms.

Discouragement was inevitable; indeed, it was a sure sign of growth and widened expectancies. Besides that, the uncertainty and climate of the system kept alive the nagging fear that one was not in charge of one's destiny anyway. Perhaps the team felt that the excitement of the present was not founded on realistic expectations for the future.

Nonetheless, the team made two major accomplishments during this

period, in addition to carrying out its workshop program and follow-up in the classrooms. It worked out a plan for an Institute in Beginning Reading for the summer of 1968, basing this plan on a survey it took of reading practices. It also worked up a detailed plan for increasing the Innovation Team for the next school year, down to the last detail of the budget. Further, it fought this plan through the budget making committees set up in the Model School Division for the first time. In this way they came face to face with the fact that principals undeniably preferred that additional teachers freed for classroom support be directly assigned to them and their building. No message could have been clearer. The principals did not want the team strengthened. It could exist -- but no stronger, please!

On the other hand the support of the Assistant Superintendent in charge of the Model School Division was decisive. The team became more closely aligned with this level; it found in his approach not only inspiration, but a security in the sense of system commitment which he offered to what it was trying to do.

At the same time, it began to see clearly that somehow the support at the administrative level, and the teacher strength at the classroom level had to meet somewhere in between in improved relationships with principals.

The team also learned at this time about the realities of the budget making game in the school system. Budget cuts continued to come as the spring progressed and the once complete and detailed plans were continually modified and tightened to conform to a daily changing reality of finances. The team began to develop a sense of how the system worked and where it failed.

The fourth stage of growth of the team was reflected in its struggle to deal with its own success. This battle was precipitated by the death of Martin Luther King, the subsequent disturbances in Washington, D.C., and the team's quick reaction to them in the curriculum of the schools.

On the Friday following Dr. King's death, and preceding the weekend of holocaust in Washington, a downcast team in the midst of a frightened city looked at itself, its white members, its fourteen schools -- still in session in the midst of smoke and sirens. Could it be real? Were all of the problems of yesterday about materials, math instruction, reading, power, leadership, related to this? Over the weekend some of the team talked: how could the children and teachers return to school on Monday morning and proceed as if nothing had happened? Students had lost their homes, had looted, had seen their environment turn into ruins.

The team had a basis for cohesion now, and had worked through its problems sufficiently to be able to really act. A few members of the team met on Sunday night and wrote out a rough guide in the form of questions for discussions, for use in response to expression in art or role playing. The questions asked the teachers and children to deal with feelings and description, to discuss openly the fundamental issues that the riots raised for everyone. The piece was produced and on Monday morning the team had a copy in the hand of every teacher in the Model School Division (even the Junior High Schools which were not usually served by the team).

Out of this came an outpouring of writing and drawing such as these

schools had never had. Children wrote poignantly and touchingly of what they had seen and felt. Teachers were moved, and the team was inspired by the success of its venture. They were inspired to make the children's work available on a basis for all the students to share. This they decided to do in the form of a book, "Tell It Like It Is," which they assembled and had published within ten days.

They also inspired and encouraged the Social Studies groups of Education Development Center to assemble four booklets on the life and philosophy of Martin Luther King. These were published and available for use in the schools on the day following his funeral. The team organized the distribution of these pamphlets (one for each of the close to 20,000 students in the sub-system).

This action firmly established the team, its role, and its contributions to the schools. Teachers were pleased, inspired, impressed. Children responded and were motivated. Classes discussed subjects they had not talked about before. With it came a recognition from the city that the Innovation Team existed, that it was a dynamic reality, and that the schools for once were ahead of the game in the district. Critics had been demanding relevance for years; when it arrived the community was astonished.

Demands poured in; educators wanted to meet and see the team; people wanted to visit the schools; other parts of the school system wanted workshops conducted for them; other sections of the system wanted the curriculum materials. Organizations wanted the team members to speak; some groups wanted to use it as their vehicle to get their message or work done. Even the Poor People's Campaign asked for its

services, and the team had to deal with its own sense of its limits when it could not abandon its regular responsibilities by responding completely.

The demands brought the team's action procedures to a focus. The data was too much, the decisions too many. It had to short-cut decision making, develop effective criteria for deciding what had priority. At this stage it began to function more in groups, to delegate authority more readily to committees, to the leader, and to individuals. Sometime after the riot, it formally chose one of its own members to serve as its leader. This was done with some attention to specializing and refining of roles. The liaison team leader was asked to remain as an active functioning member of the Innovation Team. Her role was to continue to be advisor, consultant, liaison officer with outside groups for assistance and planning. The new team leader would assume operational duties.

The emerging maturity of the team was most dramatically expressed in the last days of May when it had to face the task of trying to select some additional teachers to join the team for the next school year. How would the decisions be made? The team felt the decisions should be teacher based, with a large input from its own members. Yet the group was very aware of how carefully one should evaluate and judge other people. They drew up a list of criteria. These emphasized personal attributes, attitudes, potential for growth, and skills evident in the classroom, instead of experience, education, recommendation by principal, or status in a building.

The next question was how did the team use these criteria to choose

members. They felt decisions had to be made in a systematic fashion, and not be applied arbitrarily on the basis of opinion by a small group. They designated a day at the center for the candidates. The day involved sessions in which they could observe the candidates in action: thrashing out a problem, participating in a group, responding in interviews to some direct and straight questions. They devised a numerical system of rating, and set up opportunities for this to be applied during the day by many different team members and administrators. At the end of the day they tallied their scores, and went through an efficient and judicious procedure of deciding who would join them.

The fifth and most crucial stage in the growth of the team members took place in the Summer Institute, 1968 when the team no longer functioned as a team, but radically changed the role of its members and became leaders of the Summer Institute. Some of the members were administrative, some headed curriculum laboratories, ten of the team members became leaders themselves of teams of teachers enrolled in the Institute in Beginning Reading.

In this role the team members moved ahead another notch as they saw themselves now at the head of a group and responsible for helping its members to change and grow, as they had done. This stage is recorded in detail in a report on the Summer Reading Institute, and was the subject also of an evaluation study aimed toward recording the participants' and team members' perception of personal change and growth.[1]

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[1] The study was conducted with the assistance of Educational Testing Service in cooperation with the team and teachers. The questionnaire was developed jointly by team, teachers, and ETS. Tabulation and interpretation were done by ETS. Published.

At this point there is no end or conclusion to the story of the Innovation Team. If one returns to Kurt Lewin's model for comparison, a prediction might be made on one hand that the driving forces for internal change, as manifested through the team will be increased in the school year. For not only has there been personal growth in the team members themselves, but with the summer training of 65 teachers in reading and group concepts, there is an in-classroom cooperation increasing the internal driving forces for change.

On the other hand, the Lewinian model reminds one that the driving forces for "new organization behaviors are counter-balanced by restraining forces pressing for 'old' organizational patterns." Lines have been clearly drawn. The team threatens by its dynamism, and its teacher status in some of the organizational patterns on which schools have functioned. The restraining forces, as power and focus is transferred, could become a major force, unless momentum for change is generated at this level also.

The story is not ended. Even if it were, the Innovation Team as a group has suggested the need for some application of new organizational forms to the pressing problems of urban schools.

Chris Argyris' matrix organization is somewhat like the team. "This type of organization is built less around power and more around who has the relevant information. A project team is created to solve a particular problem. Each member is given equal responsibility and power to solve the problem. The members are expected to work as a cohesive unit."[2]

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[2]Argyris, Chris, "How Tomorrow's Executives Will Make Decisions," Think, Nov-Dec. 1967, p. 22.

Argyris points out in his discussion of matrix organization that this type of cohesive team is perhaps best for innovative work. It provides the openness, the flexibility, the opportunity for those involved to change roles, to become themselves "changed," and to experiment not only with new things but new roles from themselves. These are the very factors which have worked favorably for the Innovation Team.

If the tasks of the Innovation Team had been different ones, such as those of providing routine servicing of already established programs, then its organizational form could have been different. A pyramidal form, with a centralized power structure would have sufficed.

But where commitment, rethinking of the issues, response to rapidly changing circumstances is required, there must be ample opportunity for personal response and continuing growth of those who are the instigators of action.

The experience with the Innovation Team would suggest that one of the failings of school systems at present rests in the usually singular organizational mode; adequate for some purposes; too elephantine and rigid for others. This experiment suggests that there is room in large organizations for different organizational models to accomplish different ends.

The Team's Perception of Itself[1]

The team members' perception of their personal satisfactions, growth, and role in the operation of the team is an essential part of the picture.

How the individual felt about his experience as a team member was regarded by the trainer consultant as a primary key to how successfully the team had functioned. Using the scale reproduced here, the team were asked to respond:

As you look back over this year, indicate your satisfaction scores as team members.

1	2	3	4	5	6	7
Very dissatisfied						Very satisfied

The scores of team members, with one exception, were high satisfaction scores. With the exception of this one, all were above 4 on the scale. Actually, only 2 were below 5.

No. Team Members	Rating	
	1	LOW
1	2	
	3	
1	4	
8	5	
6	6	
1	7	HIGH

In the light of these scores, the next questions logically dealt with the specifics of these satisfactions and dissatisfactions. The team was asked to respond to (a) the most satisfying experience as a team member, (b) the most dissatisfying experience as a team member. The specific answers are included in the appendix.

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[1] The data was obtained from answers to a questionnaire administered to the team, the last week of March, 1968. All fifteen team members, the trainer, and liaison leader answered the questions. A copy of the questionnaire and original response to those questions cited in the report is included in the appendix.

The most satisfying experiences enumerated break roughly into five categories. The largest category includes nine responses, which could be grouped as responses indicating satisfaction in providing service and help to teachers and children, working with such a variety of people, working in the classrooms with the teachers, and receiving gratification from children and teachers.

The second largest category includes four responses indicating personal growth as being the most satisfying experience -- "Seeing other people grow, seeing myself grow." Two persons commented on freedom and freedom of working as the most satisfying experiences. Two others responded with comments on new ideas -- "growth in new ideas," "learning and presenting so many new things that facilitate teaching." One person found anticipation of provoking real change as the most satisfying experience.

The dissatisfactions represented a narrow range and were evenly distributed with five responses each in three general areas. One cause of dissatisfaction was other team members and relationships with them -- "Distrust by other members," "Amount of distrust in others," "My personal 'hang-up' with my sub-team." Another category was dissatisfaction with oneself and one's performance or ability in the situation. Five people enumerated such items as these: "Misusing my time;" "not planning sufficiently;" "not contributing verbally as much as perhaps I should;" "not being involved more in activities in which I felt qualified."

A third category reflected dissatisfaction with teachers and classrooms: "Going into classrooms where you had provided materials, commercial as well as things you made, and finding them in closets not

being used." Two persons found operational problems the most plaguing.

When asked to list two of the major achievements of the year, the list fell into three major categories--provision of new materials to teachers, change in teachers' attitudes toward using new materials and change in the classroom, and the provision of workshops and in-service staff training.

Seven team members listed change in teacher attitude as a major achievement, six listed the provision of new materials to teachers, and seven listed the in-service workshops. Five found the team's operation itself a major achievement: "ability of the team to govern, operate, and guide itself;" "ability to argue, discuss, fight and still move forward to constructive action."

The next questions were directed at portraying the decision making and leadership structure at that time in the team. When asked who makes the most important decisions affecting the team the respondents saw the liaison leader as distinctly the most influential. Other team members were listed as being second and third most influential.

Most Influential in Decisions Affecting the Team

13	Liaison Leader
2	Member X
1	Team

The pattern is reversed, however, when it comes to daily operations of team members. When asked who is the most influential in making decisions affecting everyday operations the respondents replied as follows:

Most Influential in Decisions Affecting Everyday Operation

10	Me (team member)
4	Team
1	Teachers

The liaison leader is mentioned only as being a second or third influence by a few members.

Another aspect of the decision making issue is the question of how much influence a team member felt he had in decisions affecting the team, and affecting their daily operations.

How Much Influence Do You Have in Decisions Affecting the Team?

1	no influence
1	hardly any influence
9	a bit of influence
3	quite a bit of influence
1	a lot of influence
7	all of the influence

How Much Influence Do You Have in Decisions Affecting Everyday Operations?

	no influence
	hardly any influence
1	a bit of influence
	about half the influence
5	quite a bit of influence
9	a lot of influence
2	all of the influence

It is quite clear that when it comes to decisions affecting the team, most members feel that they have "a bit of influence" or "quite a bit of influence." In terms of self-autonomy in carrying out their daily operations, the team members see themselves as mostly influential, or the team as influentials. In everyday operations the influence of the liaison leader is less than that of the fellow team members of the needs of the schools served.

Further insight into problem solving and decision making roles was provided by analysis of response to a question which asked the team to list the person to whom they would go if facing a problem. The team members, with two exceptions, have one or two friends to whom they turn for sharing and solving personal and operational problems related to the team.

The liaison leader is sought out slightly more and with a greater diversity of problems than any of the other team members.

A final category of information provides insight as to how the team members perceive personal changes in themselves, and how they describe these changes.

Fifteen of the team members reported they had seen changes in other team members over the year. One reported no change. The major changes indicated in others are distinctive and difficult to classify. They are best looked at in the appendix listing, as they were recorded. Six comments indicate changes moving toward improved relations within the team, and better understanding of others. Three comment on changes toward increased self-esteem and self-confidence.

When asked the same question about self, sixteen members felt they could see changes in themselves. When asked to indicate one or two of these changes, they provide, again, a highly variable but specific list. Five members reflect a change toward more understanding of others. Two reflect changes toward more self-confidence, and two comment on improvement. in listening to others.

When asked to write down two insights/learnings which they gained out of the year's experience, twelve of the answers defy simplification. They are a startling collection of responses indicating cognitions primarily about human natures and interactions which cover a wide range of practical sociological and psychological insights.

APPENDIX A

This instrument was used by the team for self-analysis and assessment.

Stock-taking Instrument

Operational Patterns

1. Use the first three words which come to your mind to describe the team and its operations.

_____

_____

_____

* 2. As you look over this year indicate your satisfaction score as a team member:

Very dissatisfied Very satisfied

1 2 3 4 5 6 7

* 3. As you look back over the year what was the most satisfying experience to you as a team member?

_____

* 4. As you look back what was the most dissatisfying experience as a team member?

_____

_____

* 5. What have been two of the major achievements this year?

(a) _____

_____

(b) _____

_____

* 6. Who makes the most important decisions affecting the team? List, if you can three persons:

_____ Most influential

_____ Second-most influential

_____ Third-most influential

* The responses to these questions were used in preparing the report.

* 7. Indicate how much influence you have as an individual in important decision making affecting the team.

_____ (1) no influence
_____ (2) hardly any influence
_____ (3) a bit of influence
_____ (4) about half of the influence
_____ (5) quite a bit of the influence
_____ (6) a lot of influence
_____ (7) all of the influence

* 8. Who makes the decisions affecting your everyday operations as a team member?

_____ Most influential

_____ Second-most influential

_____ Third-most influential

* 9. Indicate how much influence you have as an individual in decision making affecting your everyday operations:

_____ (1) no influence
_____ (2) hardly any influence
_____ (3) a bit of influence
_____ (4) about half of the influence
_____ (5) quite a bit of influence
_____ (6) a lot of the influence
_____ (7) all of the influence

* 10. To whom do you go if you are facing a problem?

_____ _____
name a person if there is such type of problem

_____ _____
name a person if there is such type of problem

* 11. If we would have a chance to do it over again what two specific things should we do differently?

(1) _____
_____

(2) _____
_____

* 12. Write down two insights/learnings (one sentence each) which you gained out of this year's experience about yourself/or schools/or education/ or the change process/or human interactions, or---anything, that is meaningful to you.

(1) _____

_____

(2) _____

_____

13. As you see it, what should the team do in the immediate future?

_____

_____

* 14. What should be the predominant goal for the team this coming year?

_____

15. Are there questions to which you would like to have answers? If so write the questions down.

_____

_____

16. At times I wish I would be more active in shaping my and team's destiny, but I don't because _____

17. A few times during the year I felt really low. I felt this way because

_____

18. A few times during the year I felt really great. I felt this way because

_____

19. Sometimes in a team meeting I have something very important to say but I do not say it because _____

20. I frequently hope that _____

21. I wish that _____

22. As I think about the last fall my greatest worry was that _____

_____

b. To what extent did this come true? _____

_____

23. As I think now about the next year my greatest worry is _____

_____

24. As I think about various team members I come to realize that I value _____ because of her/his _____

name indicate what for

* 25. Do you see any changes in yourself as you look over this year?

_____Yes _____No

If you would like to, please indicate one or two of these changes

(1)_____

_____

(2)_____

_____

The others

This is a team member who is...

26. Likely to be sincerely concerned about the success of the team

_____
name

27. Likely to be trusted by me

_____
name

28. Likely to be skillful in drawing silent members into the group operations

_____
name

29. Likely to come to the aid of someone being verbally attacked by the group.

_____
name

30. Likely to have his suggestions approved and followed by the group.

_____
name

* 31. Have you seen any changes in the team member over the year?

_____Yes _____No

Please indicate two major changes as you perceive these:

(1) _____

_____

(2) _____

_____

QUESTION 3: As you look back over the year what was the most satisfying experience to you as a team member?

Seeing other people grow, seeing myself grow.
Working with such a variety of people.
Growth in new ideas in curriculum.
Workshop involvement, helping children.
Working with teachers and children with new approaches.
In-service workshops.
Freedom of working.
Working in the classrooms with the teachers.
My personal growth, my most successful workshop, my relationship with classroom teachers and members and most administrators.
General relations with teachers.
Being able to grow as a person - freedom.
Learning and presenting so many new things that facilitate teaching.
Cooperation from group.
Anticipation of provoking real change.
To see a teacher following through a suggestion I have made to her (real evidence of using my suggestion).
Gratification from children and teachers.
Seeing and in use newly gained skills and grow more independently.

QUESTION 4: As you look back what was the most dissatisfying experience as a team member?

Misusing my time, not planning sufficiently.
Teachers who would not give their classes the opportunity to benefit from the services offered by the team.
Making a decision only to have it judged and changed by another team member.
Growing feeling of being a pawn.
Not enough requests for teaching services.
Trying to get substitutes.
Drawn in too many directions - job getting unmanageable at times.
Distrust by other members.
Amount of distrust in others.
My personal "hangup" with my sub-team group.
Feeling guilty because of not having enough input when I thought I was operating at my fullest.
Not being involved more in activities in which I felt qualified.
Going into classroom where you had provided materials, commercial and things you made and found them in closets not being used.
Friday morning sessions earlier in the year.
Evidence of teacher follow-up.
Not contributing verbally as much perhaps.
Not accomplishing real change in classrooms.

QUESTION 5: What have been two of the major achievements this year?

(1) Ability of team to govern, operate, guide itself.
Change of teacher attitude toward new methods.
Professional growth in subject areas.
In-service training for teachers.
Operating in-service workshops.
Coming to grips verbally with vital issues: decision-making, team support, personalities.
Giving teachers another source to look for many kinds of materials and help in classroom.
Board for teachers.
Establishment of newness, awareness, creating an environment of necessary good change.
Positive relationships with teachers.
Convincing teachers that we were "their" team and pushing for what they want.
Conducting some highly successful workshops.
Expansion of new programs to involve more teachers.
Working out of positive emotional relationship between subgroups (team).
Supplying materials to teachers.

(2) Ability to argue, discuss, fight and still move forward to constructive action.
Being able to give teachers supplies needed for working.
Change in attitudes of teachers toward fellow teachers.
Supplying materials for classrooms.
Supplying new materials.
Increasingly expert handling of workshop commitments and visiting squads.
Giving team members a chance to grow or learn about many new materials to be used in classrooms.
Providing help in all areas as well as materials and methods.
The impact the team made in creating new attitudes not only among teachers but also administrators, that teachers are real people and their services are important.
Influence in Model School Division as a group of peer teachers.
The respect with which principals and supervisors regard us. They believe we are going to do things. (Introducing a concentrated effort to improve teacher morale, technique by really becoming involved with teachers and their classes).
Supplying material needs (wants) of teachers.
Generalizing confidence, strength and sensitivity, in respect to some of each others and some outside teachers.
Providing in-service workshops.
Providing in-service aid and training that was exciting as well as helpful.
Initiative to have things done.

QUESTION 12: Write down two insights/learnings (one sentence each) which you gained out of this year's experience about yourself/or the schools/or education or the change process/or human interactions, or...anything that is meaningful to you.

You cannot change people to satisfy your needs.
Schools must be changed to meet the needs of the children.
One gains much self-confidence in self by having the opportunity to provide workshops for teachers.
People seem to listen to and respect my opinions more highly than I thought they would.
I desire leadership, though often find myself lacking in confidence indicated by delaying tactics when time comes to assume.
Human interactions fraught with distrust, competitiveness which are destructive in respect to working at roles.
All team members are not tolerant of personalities of others.
The role of a helping teacher is often frustrating regardless of the helping teacher's skill. I was a building helping teacher last year and this year's experience with the team has lifted my morale immensely.
I am anxious to see what changes we will effect next year profiting from this year's experience.
People are extremely capable if an environment in which their potential can grow is provided.
The personal problems of people make many "changes" proposed impossible.
Human interactions tend to influence decisions.
Many teachers live in an unrealistic society.
The school problems seem to exist because the people involved do not seem to want to work together.
That some do not understand me because I am not very vocal in the large group.
People like to be involved in decision making.
I have been a worthwhile member of a group.
I am the clarifier in a group.
I still talk too much.
Honesty is the best policy.
A sense of confidence about oneself emerges and is perceived by others who in turn will be more likely to place their confidence in you.
Make the stand, whether you think it will be well received or not; confront, if necessary.
With a group of relatively strong people I tend to be dependent.
I should speak out more.
Learned fully to appreciate the many problems confronted by the classroom teacher.
It gave me a new outlook on how to work with a group of totally different personalities dealing with both positive and negative attitudes.
People are first concerned with "self" rather than cause or task.
Administrators and teachers are basically concerned with, and content with "order", and merely going through motions of teaching.
I can accomplish more than I ever thought I could - more self-confidence.
Children are taken far too lightly, listened to little, and respected very seldom.

QUESTION 25: Do you see any changes in yourself as you look over this year?
16 - Yes
1 - No

If you would like to, please indicate one or two of these changes:

1. I speak out more.
2. I associate and don't shy away from people.
3. Personal growth.
4. I have gained more understanding of individuals.
5. Better listener.
6. Trust people.
7. Able to compromise.
8. I feel a closeness to my peers that I have never felt a need for before.
9. I have become more tolerant of other people's opinions. I have not moved in the direction of acceptance as much as I need to.
10. I became more self-confident.
11. I learned much about self: should be more humble.
12. A lessening of the tendency to judge people by superficial characteristics or to make snap judgements.
13. An about face in the realization that extremely verbal people may have something of value to say.
14. I have been far less outspoken than in previous years.
15. A stronger desire to return to classroom.
16. Realization of personal weaknesses.
17. You tell me.
18. Though self-questioning has increased I feel a greater measure of self-confidence.
19. Less surety about career.
20. More willing to listen to others.
21. Less anxious to see things go my way. More satisfied that things work out.
22. More balanced and concerned for cognitive understanding.

QUESTION 31: Have you seen any changes in the team members over the year?
14 plus 1? Yes
1 No

Please indicate two major changes as you perceive these?

More critical of selves.
Maybe too critical of others.
Some are not as dictatorial.
Self-esteem and confidence increased.
Relationships improved between some.
Do not readily accept all suggestions made by the power figure.
Some members do not take an active part in team meetings.
Able to reach agreement after arguments.
Understanding among team.
Willingness of some silent members to speak; ability of many to take initiative.
Increase in trust.
Professional growth.
In the last few months team members are running from situations they find in buildings by coming to the center to hash things over.
Silent ones have become more silent and verbal ones more verbal.
Selection of people for various tasks done through real qualification.
Great interest by team members; more people will volunteer more readily for various tasks.
Some members have become a little selfish.
Some members have become very critical.
More self-confidence and yet going through an identity crisis.
Less aggressive, more accepting and understanding of others.
Some of us have begun to take a closer look at what we really are underneath.
Some of us have moved to help each other get over their individual "hang-ups".
Participation in group activity has increased.
More confident.
More supportive of each other.
More willing to listen to other members.

APPENDIX B

CONCRETE LEARNING SITUATIONS AND THE DEPRIVED CHILD

M. L. Sherburne

The learning styles of children from inner-city slums are identifiable in some broad aspects. These children have characteristic ways of approaching problems, and it is possible to generalize about some of these sensory responses, and action traits which should directly affect the kinds of learning situations in which they are placed.

Frank Reissman[1] summarizes some of these:

The learning style is often:

1. physical and visual rather than aural
2. content-centered rather than form-centered
3. externally oriented, not introspective
4. problem-centered rather than abstract and general
5. inductive rather than deductive
6. spatial rather than temporal
7. slow, careful, patient, persevering (in areas of importance) rather than quick clever, facile, and flexible.

If these are the traits a deprived child may bring to school then it is easy to see how a highly routinized, formal, book-oriented learning situation, centered in teacher direction, will inevitably generate conflict and is likely to mean repeated child failures and consequent depression of an already weak self-image. For school situations, even some of the best, still stress beginning with the generalizations, learning through "book" research "listening to teacher directions", concluding ideas from a general statement, covering of subject matter territory, and maintaining a quiet, still-child classroom.

The highly motoric, concrete, and thing oriented child has shown positive improvement in learning instances where a lot of activity, including large body movement were made a legitimate and purposeful part of the learning environment[2]. Miller and Swanson describe some of their experiences in this respect.

Jean Piaget's research on intelligence in children, and the origin of development of scientific concepts, also suggests some very fruitful ideas about the nature of slum children's deprivation and consequently their needs. He shows through case studies the sequential logical stages which children move through and he characterizes these. He sees a child's interaction with objects and real things as an essential catalyst in letting a child create his intelligence. "Intelligence is action internalized".

[3]Hunt points out in discussing Piaget's theories that the rate of development is in substantial part, though not wholly, a function of environmental circumstances. Change in circumstance is required to force accomodative modifications of schemata that constitute development.

APPENDIX B (cont.)

Applied to the deprived child these theories have many implications. They imply for example that the child lacks both formal and content aspects of cognition. He is probably deprived in perception as fundamentally as in content, and in operational skills. The very process itself of creating intelligence has been stalled.

Therefore, the kinds of learning situations he needs must concentrate on all aspects of this, and not merely attempt to graft on "language form" or "habit". The culture of intelligence itself is the teaching task.

This may mean that highly concrete and operational "play and manipulative materials" will be a part of the classroom at all levels up to twelve years or so. It may mean that children should be realistically appraised as to an experience and logical age rather than at a numerical or "reading" age. It might mean that reading and some specific skills should come later, and early years in schools are highly concrete and content directed situations.

Certainly it means that we need to put more things - natural materials and man made - instruments and raw materials, living things, and tools, colorful, stimulating, and exciting books, concrete mathematical materials, in classrooms. Classrooms as such must be destroyed, and the rooms must become active living and working centers for children who need to learn to practice the essential operation of intelligence as well as its habits.

There is ample evidence in the success found especially with the science and math materials to justify an all out effort to fill classrooms with concrete learning materials. For example the math and science materials especially encourage child experience and teaching method which fits remarkably some of these theories. The materials for example:

1. Begin with a specific problem

2. Present the problem through concrete materials rather than verbally

3. Provide for each child to handle, test, conclude from his own materials

4. Encourage generalizing only after gathering information (Inductive process)

5. Place emphasis on going into subject in depth

6. Allows ways a child can illustrate in concrete ways that he is learning, establishing connections, and understanding, without being wholly dependent upon verbal description to indicate it.

Things with this style of learning have given ample evidence that they work; it seems reasonable to engage in a concentrated effort to create such rich learning environment.

APPENDIX B (cont.)

References:

[3] Hunt, J. McV., Intelligence and Experiences, New York, Ronald, 1961

[2] Miller, David R., and Swanson, Inner Conflict and Defense, New York, Holt, Rinehart and Winston 1960

[1] Reissman, Frank, The Culturally Deprived Child, New York Harper, 1962

APPENDIX C

Funding

The Innovation Team was funded the school year 1967-68 by Title I funds available to the Model School Division.

A smaller contribution was made in Title IV funds, through the Education Development Center, which is the Regional Educational Laboratory of New England. The Innovation Team is considered one of the Laboratory's Pilot Communities Projects.

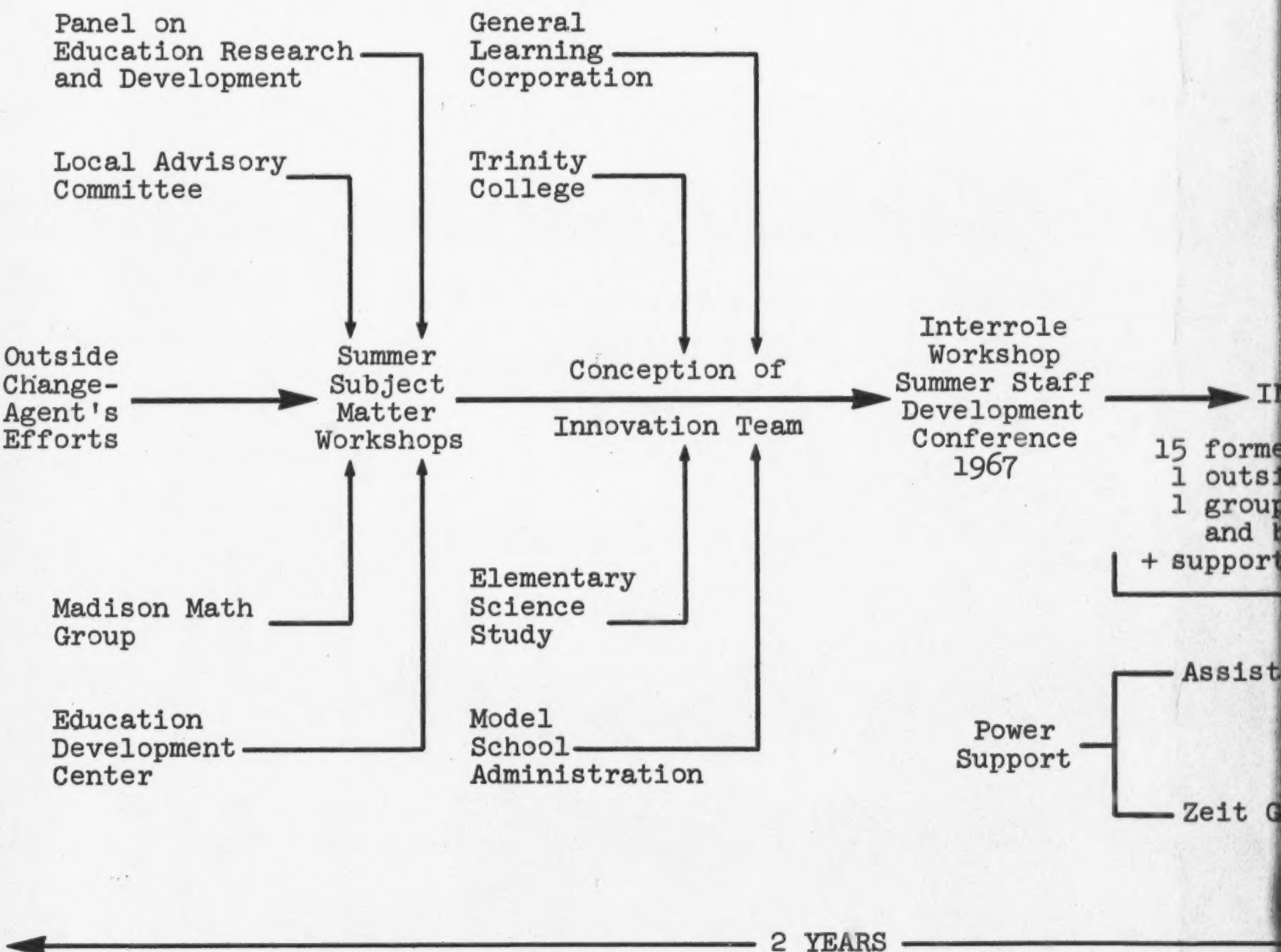
Funding to support the team and all of its services represents an increase of less than $50 per child for pupils enrolled in the fourteen elementary schools of that division.

Of this, 19% of the funds provided new curriculum materials and supplies; 20% went to provide space and maintain and operate a center for staff development and teacher training; 4% was used to provide release time for teachers to attend workshops; 3% secured outside consultants, and the remainder provided the team and support staff.

Private contributions from the Taconic Foundation and the Eugene and Agnes Meyer Foundation made it possible to produce the Martin Luther King curriculum materials, and the book, "Tell It Like It Is".

Private contributions also supported in a large part the Summer Institute in Beginning Reading. For details, see that report.

INNOVATION TEAM: CHART OF DEVELOPMENT



TEAM: CHART OF DEVELOPMENT

Interrole Workshop Summer Staff Development Conference 1967

INNOVATION TEAM

15 former classroom teachers
1 outside change-agent
1 group processes consultant and behavioral scientist
+ support staff

Assistant Superintendent

Power Support

Board

Zeit Geist (the present social climate)

YEARS

Humanizing

Individualizing

Help to the Classroom Teacher

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Functions of the Innovation Team

TEAM

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Humanizing

Individualizing

Help to the Classroom Teacher

- Summer Reading Workshop (1968)
- Contemporary Curriculum
  - April Events (Tell As It Is, Martin Luther King)
  - Resurrection City
  - Poor People's March
- Handling of Emergencies
  - Lincoln School-Community conference
  - April riots
- "Do" Workshops
  - Subject matter: social studies, science, math, reading
  - Materials and gadgets (Tri-wall)
  - Classroom needs
  - Parents

Individual Help
- Information
- Demonstration - how to do it
- Support - holding of hands, shoulder to cry on

- Spokesman for Classroom Teacher
  - Principal
  - Other Teachers
  - System
- "Gadfly", starting new things, generating ideas, introducing new ways
- "Attic", handling of garbage, storage of the non-essential
  - Any unclear idea or nuisance gets channeled to Innovation Team
  - (Need for priorities and clear conception of goals)
- Building of bridges between new forces within system and traditional educators
- Handling of Innovation Team's internal dynamics (analogous to the dynamics outside)